

**THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT
THE FIRST YEAR STUDENTS OF SMP NEGERI 09 BENAI
KUANTAN SINGINGI**

Thesis

Submitted to Fulfill One of Requirement
for Bachelor Degree in English Education



By

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PEKANBARU
1431 H/ 2010 M**

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ABSTRACT

Seprianingsih (2010) : “The Students’ Motivation in Learning English at the First Year Students of Junior High School Negeri 09 Benai Kuantan Singingi”.

Motivation is very important in the process of language learning to gain the objectives of learning, especially in learning English. Besides, the motivation of each students is not the same, and it is always faced as a big problem for every language teacher in the world.

This study was carried out in Junior High School Negeri 09 Benai Kuantan Singingi. The objective of this research was to find out how the students’ motivation in learning English.

The subject of this study was the first year students of Junior High School Negeri 09 Benai Kuantan Singingi and the object was students’ motivation in learning English. The population sampling of this study was 20 students.

This study is descriptive quantitative study. The reason is that the study only attempts as objectively as possible to describe and interpret the data of the students’ learning English motivation. To collect the data of the study, the writer applied questionnaire as the main instrument. The writer posed some research questions in questionnaire from to get students’ motivation in learning English. Each item of the data is presented in the form of table for clear information. After the data were collected, the data were processed to get the percentage by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Based on the data analysis, the result of the research is categorized into mediocre level. It is proved with the questionnaire of data analysis result which is showed on the table on chapter IV, that shows the percentage at 62.2%.

Pekanbaru, April 14 2010

Seprianingsih

ABSTRAK

Seprianingsih (2010) : “Motivasi Siswa dalam Belajar Bahasa Inggris pada Siswa Kelas Satu di SMP Negeri 09 Benai Kuantan Singingi”.

Motivasi sangat penting di dalam proses pengajaran bahasa untuk mencapai tujuan pembelajaran, terutama dalam pembelajaran belajar bahasa Inggris. Padahal, motivasi dari setiap siswa tidak sama, dan ini selalu dihadapi sebagai masalah yang besar bagi setiap guru bahasa di dunia ini.

Penelitian ini dilakukan di SMP N 09 Benai Kuantan Singingi. Tujuan dari penelitian ini adalah untuk tahu bagaimanakah motivasi siswa di dalam belajar bahasa Inggris.

Subjeknya yaitu siswa kelas satu SMP N 09 Benai Kuantan Singingi dan objeknya yaitu motivasi siswa-siswa tersebut dalam belajar bahasa Inggris. Populasi ini yang digunakan sekaligus sebagai sample yaitu 20 siswa.

Penelitian ini berbentuk penelitian dekriptif kualitatif. Alasannya yaitu karena penelitian ini hanya mencoba seobjektif mungkin untuk mendeskripsikan dan menginterpretasikan data dari motivasi siswa dalam belajar bahasa Inggris. Untuk mengumpulkan data penelitian, penulis mengaplikasikan kuesioner sebagai instrument utama. Penulis mengajukan beberapa beberapa pertanyaan penelitian dalam bentuk kuestioner dalam table untuk memperjelas informasi. Setelah data terkumpul, data diproses untuk mendapatkan persentasi dengan menggunakan rumus:

$$P = \frac{f}{N} \times 100\%$$

Berdasarkan analisa data, hasil dari penelitian dikategorikan ke level sedang. Ini dibuktikan dari hasil analisis data kuesioner yang ditunjukkan dalam table yang menunjukkan bahwa persentasinya yaitu 62,2%.

Pekanbaru, March 11 2010

Seprianingsih

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CHAPTER 1

INTRODUCTION

A. THE BACKGROUND

English is one of the famous international languages. It can be provide that English has been adopted as the official language of scientific books, communication, technology, commerce and education. English becomes so popular and important in this era that many people are interested in learning it. It is because English is commonly used a medium for international communication for trading and education. Many books and newspapers are published in English, and messages are sent in English as well.

In Indonesia, English is the foreign language taught beginning from elementary school until the University level. Even in junior high school, it becomes one of the important subjects.

The students who learn English as a foreign language should be provided with four language skills. According to Brown (1994:297) says that there are four language skills, namely: Listening, Reading, Speaking, and writing. Besides skills, they also learn language English language component as grammar especially tenses, pronunciation vocabulary and so on. The students are expected to master both of language skill and their components in learning English.

Learning English as a foreign language is a complex process. The students have to know to learn well. Therefore, in teaching and learning English as a foreign language in junior high school, it is very important for teacher to give

their best effort to develop their English. But the fact shows that many students failed in this subject, not to neglect that there were also some students which passed in this subject in the Final Examination though with very limited value. It shows that the teaching and learning activity especially of English has failed.

The success of teaching and learning English activity is influenced by many factors. The factors may occur before or during the process of the activity. Some factors come from the students surroundings, some others are from the students themselves such as motivation, interest, and etc.

Furthermore, some teachers do not care of this problem, so that many students are confusing how to share and solve their problems in learning English. Teachers just interested that their students must be able to learning English or they will get a punishment whether they are making some mistakes when they are saying or uttering some words. Certainly, it makes students afraid to learn English.

In learning process at school, students need to be motivated, and who can motivate them is only their teacher, here means their English teacher. The interaction between teacher and students can be said as a motivation process. That is because during the procedure, a teacher should be able to give and expand motivation to the students besides knowledge and skill in order the students can do the process of learning effectively.

Brown (2000:162) also said that motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitude divided into two basic types of motivation, instrumental and integrative motivation.

Instrumental motivation refers to the motivation to acquire a language as a means for attaining instrumental goal, for example, furthering a career, reading technical material, translation and so forth. While, an integrative motivation is employed when a student wishes to integrate himself within the culture of the second language speakers, to identify him with and become a part of the society.

Motivation is key factor in the context of teaching English as foreign language, so teachers need more attention to motivate their students. A teacher should make the students motivation high in learning English because motivation is the force that energizes and directs behavior; the function is stimulating someone to do something to get/reach a goal.

Teachers are important agents in bringing about success in English language learning. A teacher plays many roles in a classroom, they are:

- a. Giving information and imparting knowledge.
- b. Providing guidance and helping students to practice language skill.
- c. Motivating students by setting a variety of suitable and interesting tasks that provide opportunities to use the language learned.
- d. Organizing purposeful activities and ensuring that students can carry out these activities in a non-threatening environment.
- e. Encouraging students by giving praise (that's a good answer, very interesting).
- f. Assessing and evaluating students' English language proficiency.

A teacher who can do all these is likely to have successful students. In addition, an English teacher is a very important agent in bringing and transferring

knowledge to the students especially in the process of teaching and learning English. How to make a good student motivated is not only responsibility of the teachers, but the parents are also playing important role in building their children's learning motivation. For stimulating students' interest and enjoyment:

- a. Find ways to get students actively involved in the learning process.
- b. Related content objectives to students' experience.
- c. Assess students, hobbies, and extracurricular activities.

English is one of compulsory subjects in SMP Negeri 09 Benai Kuantan Singingi. Many students encounter problems in learning English. Specially, the students of SMP Negeri 09 Benai Kuantan Singingi often face problem in forming English questions as well whereas they have been studying English since they were elementary school. It means that they are already familiar with English. Moreover, the teacher is also qualified in teaching English itself. But in fact, the students have problem with English especially motivation in learning English. It can be said that their English abilities still far from the objective of English curriculum.

Based on the description above, the writer gets some of the following phenomena, they are:

1. Some of the students are not motivated in learning English.
2. Some of the students are not responsible learning English.
3. Some of the students do not have complete English notebook.
4. Some of the students do not have English book or dictionary to support them in learning English.

5. Most of students do not memorize many vocabularies.

From the description above, the writer is interested in carrying out research with the title, “The Students’ Motivation in Learning English at the First Year Students of SMP Negeri 09 Benai Kuantan Singingi”. The writer believes even their problems are still the same with other schools; they have different causes for do not motivated in learning English class. The writer hopes, by getting the causes of their motivation problems, the writer can give some suggestions for the school teachers and can find good solutions for these school problems. The writer also hopes that the causes and solutions that the writers find can be useful not only for this school, but for other schools and for other teachers.

B. THE PROBLEM

1. The Identification of the Problem

Based on the background and phenomena above, there are some problems can be identified in the following identifications:

- a. Why do most the students always come late in English class?
- b. Why do the students do not come to English class for many times?
- c. Why the students do are not motivated in learning English?
- d. What aspects can be caused the students do not motivated to learning English?
- e. How to motivate students in learning English?

2. The Limitation of the Problem

Actually, there are many problem that are concerned with this research which can be studied, but because of the limitation of the time, finance, and capabilities of the writer, this study is limited to the Students' Motivation in Learning English at the first Year students of SMP Negeri 09 Benai Kuantan Singingi.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated as follows:

- a. How is students' motivation of the first year students of SMP Negeri 09 Benai Kuantan Singingi in learning English?

C. THE REASON OF CHOOSING THE TITLE

The reason why the writer is interested in carrying out a research on topic above is based on several considerations:

1. This problem is quietly motivation to the writer and need more attention from the teacher and the candidate of teachers to enhance their strategy in teaching English in particularly of learning English.
2. This research is important because the writer wants to know further about the students' motivation in learning English at the first year students of SMP Negeri 09 Benai.
3. As far as the writer is concerned, this title has never been made as the topic research yet.

D. THE OBJECTIVE AND THE NEEDS OF THE STUDY

1. The Objective of the Research

Generally, the objectives of the study are to find out the answer of the problems above. The writer would like to states the objectives of the study are:

- a. To know how is the students' motivation in learning English at first year students of SMP Negeri 09 Benai Kuantan Singingi.
- b. To find out the factors influence students' motivation in learning English at the first year students of SMP Negeri 09 Benai Kuantan Singingi.

2. The Needs of the Study

The writer hopes can contribute as useful information for:

- a. To fulfill one of the requirements for undergraduate degree at Education and Teachers' Training Faculty of UIN Suska Riau.
- b. Theoretically, the writer can get some information's from this research that can be very useful o add new information's for educational world about the students motivation in learning English.

From this research, the writer can get some causes of why do the students' are not motivated in learning English, and it can be use for students and teacher to improve their motivation in teaching and learning English process especially teachers and students of SMP Negeri 09 Benai Kuatan Singingi.

E. THE DEFINITION OF THE TERM

To avoid misunderstanding and misinterpretation, the writer needs to define the following terms:

1. Motivation

Motivation is the direction of desire to do some activities as described by Purwanto (1984:64), students' motivation in learning English indicated by the score gained from an instrument measured to students' motivation.

2. Learning English

Learning taken from word "learn" means gain knowledge or skill in a subject or activity, (Hornby, 2004: 156). Brown (2007: 7) is also stated that learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction. Furthermore, learning is the process of gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skill and values, through study and experience.

Learning English is again English knowledge or skill in a subject or activity or the process of English gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skill and values, through study and experience.

So, from the definition terms above, it can be concluded that motivation of learning English has power to be effective in the gain English knowledge or skill in a subject or activity.

CHAPTER 11

REVIEWS OF RELATED LITERATURE

A. THE THEORETICAL FRAMEWORK

1. Motivation

In “Understanding Psychology”, Feldman (1987:244) defines motivation as the factors that direct and energize behavior. In relation to learning, Morgan (1961:191) stressed that motivation is very important in learning, and it is also an aid for learning because it produces variable behavior, and certain aspects of this can become associated with the situation in which the behavior take place. Furthermore, Smith (1976) as quoted by Evagustenry (1999) said that beside the students’ motivation and activities personality also influence learning achievement

2. The Nature of Motivation

There are many theories about motivation which are not far a par from each other. Brown (1980: 112) states that motivation is commonly thought of as an inner, impulse, emotion, or desires that moves one to a particular action. It is means motivation consists of various aspects, such as: Inner drive is a pressure to do something from inside, Impulse is a sudden desire to act, Emotion is excitement of the feeling and Desire is a strong wish.

Each aspect can arouse one’s motivation in doing something. David G. Myers (1986: 367) also stated that motivation is the forces that energizes and

direct behavior. Then, he states that the study of motivation consists of trying to identify why people do the thing they do.

Brown (1980:113) also said more specific those human beings universally have needs or drives that are or less innate, yet their intensity is environmentally conditioned. Six desire or needs of human organism are commonly identified which undergo the construct of motivation:

- a. The need of exploration, for human seeing and probing the unknown.
- b. The need for manipulation, for operation on for environment.
- c. The need for activity, fro movement and exercise, both physical and mental.
- d. The need for stimulation, the need to be stimulated by the environment, by other people or by ideas thought and feeling.
- e. The need for knowledge, the need to process and internalize the results of explanation, manipulation, activity and stimulation to solve contradiction, to quest for solution to problem and self-consistent system of knowledge.
- f. Finally, the need for ego enhancement, for the self to be unknown and to be accepted and approved of by others.

Related to learning motivation Sardiman (1996: 39) states that one will be successful in learning when in his or her self has desire and support to learn. These desire and support are called motivation. He also say that motivation contains two forms; some one knows what he or she will learn and understand, and why something is important to be learned. So, without desire and support one will not have learning motivation.

From the above statements, the criteria of students who have high motivation are as follows:

- a. Student prefers to work on moderately challenging task, which promises success. He does not work on very easy tasks.
- b. Students responsible for their own action in learning teaching process.
- c. Students like in which their performance can be compared with that of others and they like feedback on how they doing the task.
- d. Students have knowledge on the result of their decisions.
- e. Students anticipate the future events.
- f. Students have organizational skill study before.

Hammer also suggests that in studying the target language, there two types of such motivation, integrative motivation and instrumental motivation:

- a. Integrative motivation is employed when learners wish to integrate themselves into the culture of target language community, to identify themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target language community.
- b. Instrumental motivation is a situation in which learners believe that the mastery of the target language will be instrumental in getting them a better job position or status.

But, in general motivation can be classified as intrinsic and extrinsic motivation. Intrinsic motivation as Edward Deci (1975: 23) defines and quoted by H Douglas Brown (1994: 164).

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward....Intrinsically motivated behaviour are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination.

Motivation can be divided into two:

- a. Intrinsic motivation is motivations, which come from our selves without response from outside. Furthermore, James (1996: 3) states that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself—it is what motivates us to do something when we do not have to do anything. From this statement we can conclude that intrinsic motivation comes from the learner himself, because the learner has the basic physique to achieve “self actualization” and conquer the challenging situation.
- b. Extrinsic motivation is motivation, which comes from outside response. Brown (1994: 164) also states that extrinsic motivations are carried out in anticipation of a reward from outside and beyond the self. The examples of the rewards are like prizes, money, and punishments. Extrinsic motivation usually given by the teachers, friends, and also from parents.

Hamzah B Uno (2006:31) states that the essence of learning motivation is internal and external's encouragement that students have to change their general attitude. He also says that there are other theories of motivation, they are:

a. Theory of Equity

This theory says that on the fact, someone's motivation can be influenced by how his/her is regarded by other in organization.

b. Theory of Goal

This theory based on believes that someone's goal is fixed by his/her attitude on his/her work and how his/her effort is.

c. Theory of Attribution

This theory started that motivation is depend on internal and external factors.

There are some ways to increase the students' motivation, namely:

- a. Giving score in every examination.
- b. Giving present to the students who have good achievement.
- c. Competition can be used in increasing the students' motivation in learning.
- d. Ego-involvement; awareness for the importance of duty and have to be done with whole energy so that can be reached the good achievement.
- e. Giving the students examination, in order to make the students more diligent in learning.
- f. Knowing the result of work, whether it increases or not.
- g. Giving praise to make the students successful in doing duty better.

- h. Punishment, although punishment is a negative reinforcement but if it is given precisely and is wise of diffraction become motivation appliance.
- i. Ambition to learn, when students have desire or ambition to learn, hence the result which is accepted will be better.
- j. Enthusiasm, the process of learning will run well if accompanied by enthusiasm, because enthusiasm will awaken the existence of a requirement.
- k. Knowing the target, by comprehending the target that must reach, hence will arise enthusiasm to learn.

(Sardiman, 2003:92-93)

3. The Concept of Learning

Learning is something external to learner. In order words, learning become a important source for the learner. Because, it is a process that done by the learner to get knowledge, especially in learning English. Moreover, learning is needed very much for people to increase their live become well in the future.

Brown (2000:7) says that learning is acquiring or getting knowledge of a subject or skills by study, experience or instruction. Besides, learning is the process by which behavior it is originated or changed through practice or training.

Hilgard and Burner (1975 in Ngalim Purwanto1990:84) states that learning is process in an individuals change behavior as a result of experience. It means learning in the existence of training individuals change behavior. This

behavior change can be a result of direct and indirect experience. It can be through such means as reading, observing, or doing.

A similar theory of learning is states by Good and Brophy (on Ngalim Purwanto, 1990:84) learning is the development of a new association as a result of experience. It is something process that happens in an individual to get a new association. This association such as stimulating or exciting and reaction.

How to Increase Motivation

Every people have motivation, but not all of the people can use their motivation. Because there is motivation needs stimulus to appear or work.

Children or students also need stimulates to appear their motivation in learning. In appearing students' motivation it can be done by teachers, parents and others.

Parents or teachers can appear students motivation in learning by some ways as Oemar Hamalik (2001:166, in Hasmah, 2005:38-39) says in the following sentences:

a. Reward

Giving the reward to students toward their activities by parents or teachers has big advantages as learning support. Reward will appear happiness and satisfaction individual given the reward.

b. Grade

Grade is also the way to increase the students learning motivation, such give grade to the students in the end of academic years.

c. Work Group

In work group, every body in doing the task feels have responsible toward their group to be strong support in learning.

d. Aim and Level of Aspiration

This way comes from the students families, such as father, mother, brother, and sister.

e. Given Score

This way comes teachers that can support the students' motivation, because generally, the students want to know their scores in learning given by teachers whether good or bad. The students who get good scores, they will increase their learning. While, the students who get bad scores, they will have frustration and demoralization.

f. Evaluation

Evaluation continuity can support students in learning. Therefore, students tend to get good evaluation. For getting good evaluation students will learn carefully.

g. Study Tour

This way can influence student's motivation in learning, because this way brings students to direct experiences.

h. Education Film

Every student likes to watch films. Film story content is more effective to take the students attention and enthusiasm in learning. Students get the new experience as an advantage history.

i. Learn Through Education

In this way, students can use radio to listen to the music that have educational nuance. Radio is one of the important facilities for supporting students' motivation in learning

Motivation and Learning Activity

In learning activity, motivation is very important. It means that without motivation to learn, listening, reading, and speaking of the students, the learning activity cannot be done in a proper way. The importance of motivation in learning activity can help developing students motivation and to encourage students to do the activities during learning process.

In teaching and learning process motivation has great toward learning activity, because if the students have no motivation, because no motivation to attract them, of course teaching and learning process cannot run well. In essential English dictionary (1990:500 in Jam'atul Darison 2007:10) states that someone can be categorized have motivation in an activity if:

- a. Encourage knowing something interesting deeply, doing that activity or involve in that activity.
- b. Doing activity with pleasure and will prepared much time for that activity.
- c. Feel luck in doing activity.

Motivation should be aroused. By arousing motivation lesson can be mastered. Motivation is closely related to the arousing in learning, and it is

development is a basic of learning activity. Teacher should encourage the students so that stimulate can bring satisfaction and pleasure.

B. THE RELEVANT RESEARCH

There where some research that concerned with motivation. One of which was conducted by Syasri Yenni (2003). She focused on students' motivation in learning writing at state senior high school 2 Tembilahan. After she analysis the data by using descriptive analysis method, she found that students have good motivation in learning writing. The percentage shown in the questionnaire is 18,50%.

Eri Nurwin (2005) in his research he focused on the effect of parents' support in increasing the students' English learning motivation at the third year of State Junior High School 2 Tambang. He states that parents' support is the extrinsic motivation that can stimulate the student's intrinsic motivation of learning. He concluded that parents' support in increasing the students' motivation is in fair category (68.9%), students' English learning motivation refers to middle category (69.7%) and the effect of parent's in increasing the students' English learning motivation by seeing the phi level 0.435, its mean it is bigger than "r" table whether at significant 5% or 1%. So, he concludes that parents' supports have a significant effect (correlation) in increasing students' English learning motivation.

Based on the previous researches above, the writer wants to explain that the research that will be done by the writer is not the same as the previous

research above, because in this study the writer focuses on the students' motivation in learning English.

C. THE OPERATIONAL CONCEPT

In order to clarify the theory used in this study, the researcher would like to explain briefly about the variable of this study. This study is a descriptive study that focused on gaining the description of the students' motivation learning English. Therefore, in analyzing the problem in this research, only one variable will be used.

To know the students motivation in learning English, the writer uses some indicators based on general motivation's classifications:

1. Students attend the English class everyday because they want to mastery English.
2. Students learn not just for examination.
3. Students have full support in learning English.
4. Students have their own learning or activities that encourage their English skills.
5. Students have counseling with their English teacher.
6. Students have the support group to share and discuss about English.

High and low of the students motivation in learning English is related to the factors in the following:

1. The knowledge of the students about English
2. The facilities of the students in learning English

3. The needs of English for the students
4. The background of the students' family.

High motivation from students influences their attitude, and achievement in learning English. The problem here is how the teacher can make their students have high motivation in learning English. So that, students achievement in learning English at SMP Negeri 09 Benai Kuantan Singingi becomes satisfactory another aspect of motivation is tied to a person's perseverance a motivated person is willing to work hard, even if the work is not immediately successful.

CHAPTER 111

THE RESEARCH METHODOLOGY

A. THE LOCATION AND TIME OF THE RESEARCH

This research will be conducted in SMP Negeri 09 Benai Kuantan Singingi. The time of the study is at least two months starting from June 2009.

B. THE SUBJECT AND OBJECT OF THE RESEARCH

The subject of this study is the first year students' of SMP Negeri 09 Benai Kuantan Singingi and the object is the first year students' motivation in learning English.

C. THE POPULATION AND SAMPLE OF THE RESEARCH

The population of this study is all of the first year students' of SMP Negeri 09 Benai Kuantan Singingi. It is consist of one class only. The total of populations is 20 students. So, in this research the writer takes all the population as a sample in order to accurate the data. The specification of the data can be seen on the table below:

Table 3.1
The Number of the First Year Students' of SMP N 09 Benai
Kuantan Singingi

NUMBER	MALE	FEMALE	TOTAL
1	6	14	20
TOTAL	20	20	20

D. THE RESEARCH DESIGN

The design of the study belongs to descriptive qualitative research which will describe the students' motivation in learning English at the first year students of SMP Negeri 09 Benai Kuantan Singingi.

E. THE INSTRUMENT OF DATA COLLECTION

In order to get some data are needed in this study, the writer applies the technique as follows:

a. Questioner

This technique is used to determine students' motivation in learning English. From this test, the data dealing with their students' motivation in learning English will be collected.

F. DATA ANALYSIS TECHNIQUE

To get data about the level of students' motivation in learning English, the writer used the standard measurements as described by Tohirin and Mas'ud Zein (2003 : 48). The categorized as below:

1. High : 76% - 100%
2. Mediocre : 50% - 75%
3. Low : 0% - 49%

To find out the percentage, the writer used the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Notation:

P = Percentage

f = Number of Frequency

N = Total of Frequency

(Tohirin and Mas'ud Zein, 2003: 21)

CHAPTER 1V

DATA PRESENTATION AND ANALYSIS

A. DATA PRESENTATION

It is has been explained on the previous chapter that the aims of the research are to get the first year students' motivation in learning English and the factors that influence the students' motivation in learning English. To collect the data needed for this research, the writer took the data from information and explanations gained from the field.

In this case, the writer utilized questionnaire. In questionnaire, the written questions given to the respondents to be answered and the questions typed in Indonesian language to make the respondents easier in answering the questions. The questionnaires were given to be the respondents. After questionnaires distributed to the respondents, they answered the questions. Then, 50% of the respondents answered some interviews' questions from the write after they have completed answer the questionnaire's questions.

After finishing all of those activities, the writer collected the data, gathered them in the tables and analyzed the data for the research's necessity. It has been put in plain words based on the comparing of respondents' answer frequencies and the percentage.

B. DATA ANALYSIS

The data below is presented as a result of questionnaires concerning with the students' motivation in learning English. The data as follows:

1. Students attend the English class everyday because they are want to mastery English.

Table 4.1

**Student Attend the English Class Everyday Because
They are Want to Master English**

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	4	20%
B	Usually	15	75%
C	Sometimes	0	0%
D	Seldom	0	0%
E	Never	1	5%
	TOTAL	20	100%

Table 4.1 shows the varieties answer among the respondents. 20% of the respondents stated always. 75% of the respondents stated usually. 0% of the respondents stated sometimes. 0% of the respondents stated seldom. 5% of the respondents stated never. It can be concluded that the majority of the respondents (75%) usually attend the English class everyday because they want to master English.

2. Students' prepare the next lesson of English before class.

Table 4.2

Students' Prepare the Next Lesson of English before Class

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	0	0%
B	Usually	2	10%
C	Sometimes	9	45%
D	Seldom	1	5%
E	Never	8	40%
	TOTAL	20	100%

Table 4.2 shows the varieties answer among the respondents. 0% of the respondents stated always. 10% of the respondents stated usually. 45% of the respondents stated sometimes. 5% of the respondents stated seldom. 5% of the respondents stated seldom. 45% of the respondents stated never. It can be concluded that the majority of the respondents (45%) sometimes prepare the next lesson of English before class.

3. Students' asked the teacher if they are not understood yet.

Table 4.3

Students' Asked the Teacher if They are Not Understand Yet

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	5	25%
B	Usually	7	35%
C	Sometimes	3	15%
D	Seldom	4	20%
E	Never	1	5%
	TOTAL	20	100%

Table 4.3 shows the varieties answer among the respondents. 30% of the respondents stated always. 35% of the respondents stated usually. 15% of the respondents stated sometimes. 20% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (35%) usually ask the teacher if they do not understand yet.

4. Students' learn for examination.

Table 4.4

Students' Learn For Examination

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	4	20%
B	Usually	13	65%
C	Sometimes	3	15%
D	Seldom	0	0%
E	Never	0	0%
	TOTAL	20	100%

Table 4.4 shows the varieties answer among the respondents. 20% of the respondents stated always. 65% of the respondents stated usually. 15% of the respondents stated sometimes. 0% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (65%) usually learn for examination.

5. Students' do homework to get good points from their teacher.

Table 4.5

Students' Do Homework to Get Good Points from Their Teacher

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	4	20%
B	Usually	11	55%
C	Sometimes	2	10%
D	Seldom	0	0%
E	Never	3	15%
	TOTAL	20	100%

Table 4.5 shows the varieties answer among the respondents. 20% of the respondents stated always. 55% of the respondents stated usually. 10% of the respondents stated sometimes. 0% of the respondents stated seldom. 15% of the respondents stated never. It can be concluded that the majority of the respondents (55%) usually do homework to get good points from teacher.

6. Students' participate in English discussion.

Table 4.6

Students' Participate in English Discussion

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	2	10%
B	Usually	5	25%
C	Sometimes	7	35%
D	Seldom	3	15%
E	Never	3	15%
	TOTAL	20	100%

Table 4.6 shows the varieties answer among the respondents. 10% of the respondents stated always. 25% of the respondents stated usually. 35 of the respondents stated sometimes. 15% of the respondents stated seldom. 15% of the respondents stated never. It can be concluded that the majority of the respondents (35%) sometimes participate in English discussion.

7. Students' come on timely every Lesson of English.

Table 4.7

Students' Come on Timely Every Lesson of English

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	8	40%
C	SOMETIMES	3	15%
D	SELDOM	2	10%
E	NEVER	5	25%
	TOTAL	20	100%

Table 4.7 shows the varieties answer among the respondents. 5% of the respondents stated always. 40% of the respondents stated usually. 15% of the respondents stated sometimes. 10% of the respondents stated seldom. 25% of the respondents stated never. It can be concluded that the majority of the respondents (40%) usually come on timely every lesson of English.

8. Students' like learn English with their English teacher

Table 4.8

Students' Like Learn English with Their English Teacher

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	2	10%
C	SOMETIMES	9	45%
D	SELDOM	6	30%
E	NEVER	1	5%
	TOTAL	20	100%

Table 4.8 shows the varieties answer among the respondents. 10% of the respondents stated always. 10% of the respondents stated usually. 45% of the respondents stated sometimes. 30% of the respondents stated seldom. 5% of the respondents stated never. It can be concluded that the majority of the respondents (45%) sometimes like learn English with their English teacher.

9. Students' repeat the English subject that they have learnt in school at home.

Table 4.9

Students' Repeat the English Subject That They Learnt In School at Home

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE(%)
A	Always	1	5%
B	Usually	3	15%
C	Sometimes	5	25%
D	Seldom	11	55%
E	Never	0	0%
	TOTAL	20	100%

Table 4.9 shows the varieties answer among the respondents. 5% of the respondents stated always. 15% of the respondents stated usually. 25% of the respondents stated sometimes. 55% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (65%) seldom repeat English subject that they have learnt in school at home.

10. Students' seriously in learning English.

Table 4.10
Students' Seriously In Learning English

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	4	20%
B	USUALLY	7	35%
C	SOMETIMES	6	30%
D	SELDOM	2	10%
E	NEVER	2	10%
	TOTAL	20	100%

Table 4.10 shows the varieties answer among the respondents. 20% of the respondents stated always. 35% of the respondents stated usually. 30% of the respondents stated sometimes. 10% of the respondents stated seldom. 10% of the respondents stated never. It can be concluded that the majority of the respondents (35%) usually students' seriously in learning English.

11. Students' do not like to read the English book at home.

Table 4.11

Students' Do Not Like To Read the English Book At Home

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	3	15%
B	USUALLY	5	25%
C	SOMETIMES	7	35%
D	SELDOM	3	15%
E	NEVER	2	10%
	TOTAL	20	100%

Table 4.11 shows the varieties answer among the respondents. 15% of the respondents stated always. 25% of the respondents stated usually. 35% of the respondents stated sometimes. 15% of the respondents stated seldom. 10% of the respondents stated never. It can be concluded that the majority of the respondents (35%) sometimes students' do not like to read the English book at home.

12. Students' feel English is difficult subject to understanding.

Table 4.12

Students' Feel English is Difficult subject to Understanding

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	3	15%
B	USUALLY	2	10%
C	SOMETIMES	11	55%
D	SELDOM	4	20%
E	NEVER	0	0%
	TOTAL	20	100%

Table 4.12 shows the varieties answer among the respondents. 15% of the respondents stated always. 10% of the respondents stated usually. 55% of the respondents stated sometimes. 20% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (55%) sometimes students' feel English is difficult subject to understanding.

13. Students' not motivated to learn English.

Table 4.13

Students' Not Motivated To Learn English

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	5	25%
B	USUALLY	9	45%
C	SOMETIMES	2	10%
D	SELDOM	3	15%
E	NEVER	0	0%
	TOTAL	20	100%

Table 4.13 shows the varieties answer among the respondents. 25% of the respondents stated always. 45% of the respondents stated usually. 10% of the respondents stated sometimes. 15% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (45%) usually students' not motivated to learn English.

14. Students' do not pay attention when the teacher explains the lesson.

Table 4.14
Students' Do Not Pay Attention When the Teacher Explains the Lesson

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	1	5%
C	SOMETIMES	9	45%
D	SELDOM	3	15%
E	NEVER	5	25%
	TOTAL	20	100%

Table 4.14 shows the varieties answer among the respondents. 10% of the respondents stated always. 5% of the respondents stated usually. 45% of the respondents stated sometimes. 15% of the respondents stated seldom. 25% of the respondents stated never. It can be concluded that the majority of the respondents (45%) sometimes students' do not pay attention when the teacher explains the lesson.

15. Students' do not concentrate in following the lesson because my friends are noisy.

Table 4.15

Students' Do Not Concentrate In Following the Lesson Because Their Friend Are Noisy

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	3	15%
B	USUALLY	11	55%
C	SOMETIMES	4	20%
D	SELDOM	2	10%
E	NEVER	0	0%
	TOTAL	20	100%

Table 4.15 shows the varieties answer among the respondents. 15% of the respondents stated always. 55% of the respondents stated usually. 20% of the respondents stated sometimes. 10% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (55%) usually students' do not concentrate in following the lesson because their friend are noisy.

16. Students' shy ask to teacher when They Are have not understood yet about the material.

Table 4.16

**Students' Shy Ask To Teacher When They Are Have Not Understood
Yet About the Material**

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	3	15%
C	SOMETIMES	8	40%
D	SELDOM	6	30%
E	NEVER	1	5%
	TOTAL	20	100%

Table 4.16 shows the varieties answer among the respondents. 10% of the respondents stated always. 15% of the respondents stated usually. 40% of the respondents stated sometimes. 30% of the respondents stated seldom. 5% of the respondents stated never. It can be concluded that the majority of the respondents (40%) sometimes students' shy ask to teacher when hey are have not understood yet about the material.

17. Students' feel bored learn English.

Table 4.17
Students' Feel Bored Learn English

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	9	45%
C	SOMETIMES	4	20%
D	SELDOM	3	15%
E	NEVER	2	10%
	TOTAL	20	100%

Table 4.17 shows the varieties answer among the respondents. 10% of the respondents stated always. 45% of the respondents stated usually. 15% of the respondents stated sometimes. 15% of the respondents stated seldom. 10% of the respondents stated never. It can be concluded that the majority of the respondents (45%) usually students' feel boring learn English.

18. Students' lazy review the lesson at home.

Table 4.18
Students' Lazy Review the Lesson At Home

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	1	5%
B	USUALLY	2	10%
C	SOMETIMES	5	25%
D	SELDOM	7	35%
E	NEVER	5	25%
	TOTAL	20	100%

Table 4.18 shows the varieties answer among the respondents. 5% of the respondents stated always. 10% of the respondents stated usually. 25% of the respondents stated sometimes. 35% of the respondents stated seldom. 25% of the respondents stated never. It can be concluded that the majority of the respondents (35%) seldom students' lazy review the lesson at home.

19. Students' get difficulties in learn English because of lack of vocabulary.

Table 4.19
Students' Get Difficulties In Learn English Because Of Lack
Vocabulary

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	5	25%
B	USUALLY	7	35%
C	SOMETIMES	5	25%
D	SELDOM	1	5%
E	NEVER	2	10%
	TOTAL	20	100%

Table 4.19 shows the varieties answer among the respondents. 25% of the respondents stated always. 35% of the respondents stated usually. 25% of the respondents stated sometimes. 5% of the respondents stated seldom. 10% of the respondents stated never. It can be concluded that the majority of the respondents (35%) usually students' get difficulties in learn English because of lack vocabulary

20. Students' read English books and magazines outside of class.

Table 4.20

Students' Read English Books and Magazines Outside Of Class

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	Always	1	5%
B	Usually	1	5%
C	Sometimes	4	20%
D	Seldom	10	50%
E	Never	4	20%
	TOTAL	20	100%

Table 4.20 shows the varieties answer among the respondents. 5% of the respondents stated always. 5% of the respondents stated usually. 20% of the respondents stated sometimes. 50% of the respondents stated seldom. 20% of the respondents stated never. It can be concluded that the majority of the respondents (50%) seldom read English book and magazines outside of class.

21. Students' do not have complete English notebook.

Table 4.21

Students' Do Not Have Complete English Notebook

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	1	5%
C	SOMETIMES	1	5%
D	SELDOM	3	15%
E	NEVER	13	65%
	TOTAL	20	100%

Table 4.21 shows the varieties answer among the respondents. 10% of the respondents stated always. 5% of the respondents stated usually. 5% of the respondents stated sometimes. 15% of the respondents stated seldom. 65% of the respondents stated never. It can be concluded that the majority of the respondents (65%) seldom students' do not have completed English notebook.

22. Students' do not have English book or dictionary to support in learning English.

Table 4.22

**Students' Do Not Have English Book or Dictionary to Support in
Learning English**

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	2	10%
C	SOMETIMES	9	45%
D	SELDOM	3	15%
E	NEVER	4	20%
	TOTAL	20	100%

Table 4.22 shows the varieties answer among the respondents. 10% of the respondents stated always. 10% of the respondents stated usually. 45% of the respondents stated sometimes. 15% of the respondents stated seldom. 20% of the respondents stated never. It can be concluded that the majority of the respondents (45%) sometimes students' do not have English book or dictionary to support in learning English.

23. Students' bring dictionary every lesson of English.

Table 4.23

Students' Bring Dictionary Every Lesson of English

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	2	10%
B	USUALLY	3	15%
C	SOMETIMES	3	15%
D	SELDOM	5	25%
E	NEVER	7	35%
	TOTAL	20	100%

Table 4.23 shows the varieties answer among the respondents. 10% of the respondents stated always. 15% of the respondents stated usually. 15% of the respondents stated sometimes. 25% of the respondents stated seldom. 35% of the respondents stated never. It can be concluded that the majority of the respondents (35%) never students' bring dictionary every lesson of English.

24. Students' improve their learning strategies.

Table 4.24
Students' Improve Their Learning Strategies

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	3	15%
B	USUALLY	8	40%
C	SOMETIMES	3	15%
D	SELDOM	5	25%
E	NEVER	1	5%
	TOTAL	20	100%

Table 4.24 showh the varieties answer among the respondents. 15% of the respondents stated always. 40% of the respondents stated usually. 15% of the respondents stated sometimes. 25% of the respondents stated seldom. 5% of the respondents stated never. It can be concluded that the majority of the respondents (40%) usually improve their learning strategies.

25. Students' do exercises from their teacher.

Table 4.25

Students' do Exercises from Their Teacher

OPTION	ALTERNATIVE	FREKUENSI (F)	PERCENTAGE (%)
A	ALWAYS	4	20%
B	USUALLY	12	60%
C	SOMETIMES	2	10%
D	SELDOM	2	10%
E	NEVER	0	0%
	TOTAL	20	100%

Table 4.25 shows the varieties answer among the respondents. 20% of the respondents stated always. 60% of the respondents stated usually. 10% of the respondents stated sometimes. 10% of the respondents stated seldom. 0% of the respondents stated never. It can be concluded that the majority of the respondents (60%) usually do exercises from their teacher.

Table 4.26**The Questionnaire Recapitulation of the Students' Motivation in Learning****English**

NO	A		B		C		D		E		TOTAL
	F	P	F	P	F	P	F	P	F	P	
1	4	20%	15	75%	0	0%	0	0%	1	5%	100%
2	0	0%	2	10%	9	45%	1	5%	8	40%	100%
3	5	25%	7	35%	3	15%	4	20%	1	5%	100%
4	4	20%	13	65%	3	15%	0	0%	0	0%	100%
5	4	20%	11	55%	2	10%	0	0%	3	15%	100%
6	2	10%	5	25%	7	35%	3	15%	3	15%	100%
7	2	10%	8	40%	3	15%	2	10%	5	25%	100%
8	2	10%	2	10%	9	45%	6	30%	1	5%	100%
9	1	5%	3	15%	5	25%	11	55%	0	0%	100%
10	4	20%	7	35%	6	30%	2	10%	1	5%	100%
11	3	15%	5	25%	7	35%	3	15%	2	10%	100%
12	3	15%	2	10%	11	55%	4	20%	0	0%	100%
13	5	25%	9	45%	2	10%	3	15%	1	5%	100%
14	2	10%	1	5%	9	45%	3	15%	5	25%	100%
15	3	15%	11	55%	4	20%	2	10%	0	0%	100%
16	2	10%	3	15%	8	40%	6	30%	1	5%	100%
17	2	10%	9	45%	4	20%	2	10%	3	15%	100%
18	1	5%	2	10%	5	25%	7	35%	5	25%	100%
19	5	25%	7	35%	5	25%	1	5%	2	10%	100%
20	1	5%	1	5%	4	20%	10	50%	4	20%	100%
21	2	10%	1	5%	1	5%	3	15%	13	65%	100%
22	2	10%	2	10%	9	45%	3	15%	4	20%	100%
23	2	10%	3	15%	3	15%	5	25%	7	35%	100%
24	3	15%	8	40%	3	15%	5	25%	1	5%	100%
25	4	20%	12	60%	2	10%	2	10%	0	0%	100%
TOT	68		149		124		88		71		

As stated on the previous chapter, this is discussing about the data analysis. In this research, descriptive qualitative method is used.

In the previous chapter, the writer has presented the data gathered in the research. So that, in this chapter the writer analyzed data based on the last chapter. According to the title of this chapter, the writer analyzed the students' motivation in learning English.

This research is focused on how is the first year students' of SMP N 09 Benai Kuantan Singingi. The writer used the technique analysis of qualitative description with percentage. Hence, every option must be standardized according to scored criterion as follow:

Option A (always) is scored : 5

Option B (usually) is scored : 4

Option C (sometimes) is scored : 3

Option D (seldom) is scored : 2

Option E (never) is scored : 1

In addition, to find out the students' motivation in learning English, the writer used the standard percentage based on some categories. The categories of the statements can be seen as follow:

Table 4.27

The Students' Learning English Motivation Level

NO	CLASSIFICATION	SCORE (%)
1	High	76-100
2	Mediocre	50-75
3	Low	0-49

The first step in getting the analysis result is by collecting and classifying each item of questionnaires based on some options and multiplied them by standardized score, which have been determined before.

The next step is continuing the percentage students' learning English motivation. To find out the percentage, the writer used the formula as follows:

$$P = \frac{f}{N} \times 100\%$$

Where,

P : percentage of students

F : number of frequency

N : total number of respondents

In analyzing the total percentage of the level of the students' learning English motivation, it is important to recapitulate all from questionnaires in one table. It can be seen as follow:

Option A : 68 X 5 = 340

Option B : 149 X 4 = 596

Option C : 124 X 3 = 372

Option D : 88 X 2 = 176

Option E : 71 X 1 = 71

From the calculation above, the total number of F is:

$$340 + 596 + 372 + 176 + 71 = 1555$$

And the total number of N is:

$$68 + 149 + 124 + 88 + 71 = 500$$

To find out the percentage, the observed number of N is must be compared with the expected number in this research, so 500 is multiple with 5 as the high items score, and the result is 2500. Thus, it calculated by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{1555}{2500} \times 100\%$$

$$2500$$

$$P = 0,622 \times 100\%$$

$$P = 62,2\%$$

Since 62,2% is found in category between 50% - 75%, it can be concluded that the students' learning English motivation is categorized as mediocre.

2. The Factors That Influence Students in Learning English

The following is the result of the interview that is summarized into factors that influence students' motivation in learning English at States Junior High School (SMPN) 09 Benai Kuantan Singingi. They are divided into three parts:

a). From the Teacher's Factors

1. Teachers 1

- a. Students' motivation in learning English at States Junior High School (SMPN) 09 Benai Kuantan Singingi is good, because they are always active come in English learning and teaching process.

- b. The teachers explain the lesson in English and give the students some questions at the end of the lesson.
- c. The facilities at States Junior High School (SMPN) 09 Benai Kuantan Singingi are already good for teaching and learning process.
- d. The students always do their homework and prepared their next material in learning English. So, in learning process most of them are active and if they do not understand yet, they will ask questions.

2. Teachers 2

- a. Students' motivation in learning English is good, because they are always active in asking and answering questions.
- b. The teachers always help their students if they have problem in learning English by giving more attention to them and by giving some exercises.
- c. The grade of the students learning in English is already good. It is generally more than 6.
- d. The students' parents have good attention to their children's education. They sometimes discuss about their children with the teachers if their children have bad result in learning.

b). From the Family's Factors

1. Parents 1

- a. When their children do not have English worksheet books, parents give their children money for buying the worksheet.
- b. Parents give reward when their children received the report.
- c. Parents' attitude, prepare children facilities and say good luck when their children want to go to school.
- d. When their children have low score, parents give their children more time to learn and advice them.

2. Parents 2

- a. Parents buy the worksheet books when their children do not have.
- b. Parents give the time for their children to learn in group with their friends.
- c. When they are called by the teacher because of their children's problem parents come and support the teacher.
- d. Parents ask and help the students in learning in increasing their children motivation at home.

3. Parents 3

- a. Parents give their children grade when their children receive the school report.
- b. Parents say good luck when their children want to go to school.
- c. Parents give more time to learn when their children have low score, it is proved by their report.

- d. When their children see their friend to learn in group, parents give the time for their children to learn.

4. Parents 4

- a. Parents ask their children to learn for effort in increasing their children motivation at home.
- b. Parents command my child to copy the worksheet when their children do not have English worksheet books.
- c. When their children want to go to school parents prepare children facilities.
- d. When they are called by the teacher because of their children problem parents come but late then the date of calling.

5. Parents 5

- a. Parents give their children more time to learn when their children have low score.
- b. Parents come and help their children when they are called by the teacher of their children problem.
- c. When their children do not have English worksheet books parents give their children money for buying the worksheet.
- d. When their children have low score, it is proved by their report so parents can advice them.

6. Parents 6

- a. When their children see their friend to learn in group, parents can pack off their children.
- b. Parents give money directly when their children ask money for buying their school facilities.
- c. Parents give their children grade when their children received the school report.
- d. When their children have low score, parents can give their children more time to learn.

7. Parents 7

- a. Parents can advice their children if their children have low score.
- b. Parents give the time for their children to learn with friend to learn in group.
- c. When their children want to go to school, parents say good luck to their children.
- d. Parents ask their children to learn to effort in increasing their children motivation at home.

c). From the Friend's Factors

1. Friends 1

- a. The students like to study English because English is very important.
- b. English is sometimes easy and sometimes difficult, but we can discuss with the teachers.

- c. Speaking English is very nice, because we can speak with tourists.

2. Friends 2

- a. The students are motivated in learning English.
- b. The students always improve their vocabulary mastery everyday.
- c. The students hope to get work in another country or in foreign corporation.

3. Friends 3

- a. English is very important for our life.
- b. The students always improve their vocabulary mastery because vocabulary is the key to understand English well.
- c. The students do get good points from their teacher.

4. Friends 4

- a. The students' hobbies are reading and speaking English.
- b. The students sometimes come late in learning English.
- c. The students prepare the next lesson of English before class.

5. Friends 5

- a. The students say that mastering English means earning money.
- b. The students ask the teacher if they do not understand yet.
- c. The students learn English by their English teacher.

1. Friends 6

- a. The students are motivated to study English because they like their teachers.
- b. English is sometimes difficult when we have problems in learning English.
- c. The students hope to have many friends from another country with learning English.

7. Friends 7

- a. The students are motivated to study English because they like the facilities at their school.
- b. The students like reading English books.
- c. English is very nice because we can be easier to look for a job if we can speak English.

The interview was also conducted to a few the first year students of States Senior High School (SMPN) 09 Benai Kuantan Singingi to identify the factors that influence their motivation in learning English. The purpose is to complete the questionnaires items of data collection technique in this research. They result of interview shows that students are mostly motivated to study. In their opinion, English has a high prestige in International communication. Generally, it caused the students to be interested and motivated to learn it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Title of the research is the students' motivation in learning English at the first year students' of SMP Negeri 09 Benai Kuantan Singingi. It is needed to be observed to get the students' motivation in learning English, one of four English skills which is needed to be mastered by students.

From the research that the writer has done by using questionnaire to get the data, the writer found that the students' motivation in learning English at the first year students' of SMP N 09 Benai Kuantan Singingi is categorized into mediocre level with percentage on 62,2%.

B. SUGGESTION

Motivation has very important rules in teaching process. This is the reason why the teacher needs to know how their students' motivation in learning the subject that they taught is. If the teacher knows how their students' learning motivation is, teacher can make the appropriate technique in teaching their students. Students with low motivation in learning will need different teaching technique from the students with high motivation.

Based on the conclusion stated above, the writer try to propose some suggestions that the writer think need to do, both by teachers and students, especially in SMP N 09 Benai Kuantan Singingi.

1. Suggestion for the teacher

- a. Teacher must give more motivation for her students in learning because the students' motivation level is still on the mediocre level.
- b. Teacher should be more creative to make a new technique in teaching English to make her students to be more motivated in learning English.
- c. Teacher should motivate the students to learn as often as possible whether at home or at class.
- d. Teacher should make a strategy to make the students more interested in learning English to make them more motivated in English.

1. Suggestion for the students

- a. Students should learn English more seriously.
- b. Students must practice their English wherever and they whenever they have time.
- c. Students must remember that English is one of the important languages that should be mastered. Besides it will be evaluated in national final exam, it is also an international language that will be needed to be used on the future.

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